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Health Education

Alcoholism and
Narcotism.

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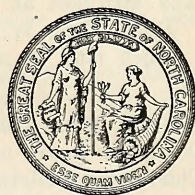
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HEALTH EDUCATION

A Suggested Procedure For Teaching Alcoholism and Narcotism

1930



PUBLISHED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

INTRODUCTION

Chapter 96, Public Laws of 1929, requires the public schools to furnish adequate and scientific instruction in alcoholism and narcotism. The same act directs the State Superintendent of Public Instruction to prepare or cause to be prepared a course of study on health education which shall contain suggestions as to methods of instruction, lists of accurate and scientific source material, and lesson plans for instruction in the effect of alcoholism and narcotism on the human system. Work in this subject is made a part of the work in each grade necessary for the promotion of children from one grade to another. The completion of the work suggested in this bulletin will, in my opinion, constitute a substantial compliance with the provisions of the law.

In addition to a compliance with the law, it is hoped that teachers will find many suggestions herein that will be helpful in the whole field of health education through a new emphasis upon the effect of the excessive use of stimulants and narcotics on the health and character of the individual.

Public morals and civic righteousness are but the manifestation of the composite character of the individuals who constitute the community. This conception magnifies the importance of individual integrity, not only in relation to his acts but also in relation to his public attitudes. This course of study offers each child the opportunity of developing a vigorous interest in his own health and attitudes as they affect his relations to society and to government. Here, then, is the possibility for some of the most desirable outcomes which may be obtained through the instrumentality of public education.

This bulletin was prepared by Miss Juanita McDougald after consultation with members of the State Board of Health. It is intended as a preliminary statement. The whole bulletin in modified form will be included in the State Course of Study which is now being prepared. It is hoped that all the information necessary to make this a valuable course is herein assembled and that it will be used effectively in all the schools.

A handwritten signature in cursive script, reading "A. T. Allen". The signature is written in dark ink and is positioned above the printed name of the State Superintendent.

State Superintendent of Public Instruction.

A SUGGESTED PROCEDURE FOR TEACHING ALCOHOLISM AND NARCOTISM IN THE ELEMENTARY SCHOOLS

EDUCATIONAL AND CIVIC PRINCIPLES INVOLVED

The philosophic basis for this course is found in "Foundation of Method." Here Dr. Kilpatrick describes the steps leading to purposeful action as seeing what to do, wanting or choosing to do it, doing it, and judging the worth of the activity. The truthful, unbiased presentation of the needs of the individual, the group, and of society in general, together with the handicaps arising from addiction to alcoholic drinks and narcotics, it is hoped, will do much toward effecting the dream of a more abundant life for all. Fixing correct, positive habits, supplying scientific information, and establishing right attitudes in the food, drink, rest, and control phases of health is to supply a variety of choices of what to do to attain health—is to *move* the individual toward the right choice—is to indicate a method of effecting the right thing and often to give practice, and therefore power in "doing"—is to supply opportunity for judging vicariously and at first hand the worth of certain choices.

We hope that we are in harmony with these educational principles stated by Thorndike and Gates in *Elementary Principles of Education* (Macmillan, 1929).

"We must appraise the contributions of each subject or activity to the improvement of adjustments to the physical world, to family, social, economic, and civic situations and the effects of each in increasing bodily and mental health and balance and the recreational, ethical, and intellectual resources.

"If the school is to establish leadership in facilitating other agencies in carrying out the functions they can best perform, it must arrange its own work to articulate with and facilitate the activities of the other institutions.

"Opinions of experts upon the relative importance of different materials within their own field in the light of impending changes and forthcoming issues and needs will serve also to check the perpetuation of trivial matters, and will give the most reliable needs of the immediate future.

"Other things being equal, favor the subject and activities which not only meet present demands, but which also prepare for forthcoming problems or emergencies, rather than those which merely record the past, or reflect temporary immediate interests or perpetuate academic interests resulting from the past teachings of the school itself.

"The aims of education (are)—to further the satisfaction of human wants and to improve them.

"One of the most important phases of health education should develop not only information and habits and personal hygiene, but the information and attitudes needed to foster the feelings of responsibility by each individual for the health and vigor of society as a whole.

"The great thing, in all education, is to make our nervous systems our ally instead of our enemy. We must make automatic and habitual, as early as possible, as many useful actions as we can, and guard against the growing into ways that are likely to be disadvantageous to us, as we guard against the plague."—William James.

"Ethics has to do with the intellectual analysis of the larger purposes and values, and the establishment of moral codes or duties on logical grounds.—(It) means the cultivation of the mind, and religion embraces both understanding and acceptance by the heart.

"Adequate conduct requires knowledge of what to do, and, often certain skills of execution.

"The most effective moral equipment requires knowledge and intellectual insight as well as favorable habits.

"In considering the effects of any subject on conduct, we may bear in mind four facts: (a) The work in a subject may give rise to bad as well as good concomitant reactions; good habits are insured only as the teacher actively applies the principles of learning to secure them with the same definite care with which she applies them to the development of the primary contents and skills. (b) A reaction that is formed in connection with one school subject will not guarantee its appearance elsewhere; it must also be formed in many other situations. We must not base hopes of moral education on the false dogma of formal discipline. (c) There is a fundamental difference between getting ideas of what is good and acquiring habits of being good. To know what is right does not insure ability to do right. A boy may read tales of courage with great emotional satisfaction and still be unable to act courageously; a girl may adore fine manners and virtues in the heroine but be unable to act similarly herself. (d) There is a difference between having knowledge and ability to do the right thing and wanting to do it. The right conduct must not only be known and executed; it must produce a satisfying effect out of which an attitude of readiness, or an ideal—that is, a reaction tendency which brings satisfaction when the apparent course of moral action is followed and annoyance when it is not—may emerge.

"With these cautions to prevent us from overestimating the moral values of studies, we may state, on the positive side, that (a) on the basis of their natural moral tendencies and previous moral experiences children can be taught what is right for the same reason that they can be taught what is true; that (b) interests can be aroused in being honorable and just and kind for the same reason that interest can be aroused in being well-informed and skillful; and that (c) while nothing save conduct with a satisfying issue can finally determine character, the ideas and insight which specific school instruction in morality can give may be useful stimuli to right conduct.

"To learn to live the good life desirable reactions to real life must be elicited and rewarded.

"It is easier to justify leaving to special procedure and to conscious considerations those activities in which one rarely engages, particularly if they possess no inherent perils. There should be functional skills, habits, and attitudes so as to give time for consideration of special problems."

Furthermore, it is believed that certain civic objectives taken from "Citizenship Through Education" by Moore (American Book Company, 1929), are furthered by the pursuance of the outlined course.

"The fifth civic objective is to recognize the government as an organized means of securing protection from forces which might hamper or destroy.

"The sixth civic objective is to understand the broad purpose of government.

"The tenth civic objective is to furnish training in analyzing economic and social factors which relate to the civic welfare of both associate and federate groups.

"The eleventh civic objective is to stimulate a critical though constructive attitude toward and interest in the government and civic problems.

"The sixteenth civic objective is to furnish specific information on a large number of topics directly related to civic life, making possible a body of knowledge whereby more intelligent civic relations shall obtain."

GENERAL OBJECTIVES TO BE SOUGHT THROUGH INSTRUCTION IN THE SUBJECTS OF ALCOHOLISM AND NARCOTISM

I. Providing such experiences as will develop an appreciation of health that demands of each pupil respect for the welfare of his native physical and mental endowment, and that of others, and as will lead to the setting up of a positive health ideal.

II. Crystallizing an active opposition on the part of each individual to alcoholic and narcotic practices by linking up the truth regarding them with the interests and demands of everyday life for "physical and mental fitness, for social wholesomeness and racial soundness."

III. Leading children to see that the use of alcoholic beverages is an outworn custom belonging to a former age.

"New occasions teach new duties
Time makes ancient good uncouth;
They must upward still, and onward
Who would keep abreast the truth."

IV. Informing thoroughly those who possess inaccurate information concerning the dangers of wine, beer, and home-made alcoholic beverages.

V. Creating an alive and intelligent public opinion against the sale of tobacco to minors, and the illicit manufacturing and selling of alcohol.

VI. Acquainting the school child with the historical and social background which led to the passing of the Eighteenth Amendment to the Constitution of the United States in 1918, and the North Carolina Prohibition Law in 1908, as a means of enlisting his respect for and co-operation in making them a success.

VII. Establishing such positive habits in the performance of bodily functions as exclude less desirable substitute activities.

VIII. Helping the pupil to fix the habit of thinking before acting.

IX. Presenting information and developing habits and attitudes in such a way that the child upon arriving at the appropriate level of development will dedicate himself to a program of healthful living upon a rational basis.

OUTLINE OF WORK BY GRADES

FIRST, SECOND, AND THIRD GRADES

I. Suggested Approaches and Activities.

1. *Drinks*.—Have a milk survey to find and encourage milk drinkers. Keep a chart for recording, weighing and measuring results. In daily inspection, count clean teeth as one point. Record personal or class health records for reading. Make individual cups.

Make milk posters showing "Elimination of Coffee and Tea," or "Before and After Milk." If possible, introduce a mid-morning milk lunch. (See lunch unit under materials.)

Develop a unit of milk showing its care, uses, and marketing.

Plan a picnic or a party emphasizing milk, cocoa, and lemonade as good drinks, instead of coffee, tea, or other drinks such as are usually obtained at soda fountains that interfere with regular hours and good foods.

2. *Foods*.—Set up problems to find what foods make kittens grow? Dogs? Babies? Grow a plant or animal (see the puppy unit). Strengthen clear ideas of good foods by drawings, paintings, poster-making, chart-making, paper cutting.

Where there is no real cafeteria or lunch room, mount pictures of different foods on standards and practice selecting suitable foods. Make "Health Parade of Good Breakfast Foods" on sand table.

Plant garden, and raise health foods. Emphasize sunshine, water, and other factors influencing growth. Develop a grocery or market for vegetables.

Estimate the cost and plan a good breakfast, lunch, and dinner for a child in a given grade.

Use original dramatization for beginning points. For example, children often spontaneously "play doctor." From this could come much in discussing "Why go?" and "What will he do?"

Read and dramatize stories.

Study foods in other lands.

Keep daily record of food eaten. In language discuss good points.

Make all the possible foods from the apple and grape including cider and vinegar. Make jelly from sweet cider. Show part vinegar plays in preserving fruit. Use alcohol lamp if necessary.

3. *Rest*.—Make sleep posters. Organize a Sandman Club. Point out fact that too much food prevents restful sleep. Point out fact that coffee and tea often prevent restful sleep.

4. *Citizenship*.—Stress being fair to one's own body by treating it as a fine mechanism.

Install a North Carolina and a United States flag in the room or school; teaching their meaning.

Teach part each shares in a group undertaking.

II. Concepts to be Taught.

1. One should drink four glasses of water each day to help in digestion and the necessary elimination of body waste.

2. One should drink at least three glasses of milk every day because (1) it contains what the body needs; (2) it satisfies hunger and thirst; (3) it makes one grow; (4) it is best food for making teeth strong and white.

3. It is not good practice for children to drink tea or coffee or most commercial drinks because (1) they take the place of foods; (2) they do not help one to grow; (3) they are habit-forming; (4) they keep children from being healthy and happy; (5) they often prevent one from resting well by too much stimulation of energy.

4. Foods that help children to grow are milk, green vegetables, cooked cereals, hard breads, stewed or fresh fruit.

5. They help to prevent one from needing medicines.

6. Some of each should be eaten every day.

7. Long and regular hours of rest make better health.

8. It is better to go to bed early in the summer.

9. Milk must be kept cool and free from dust and flies.

10. Sleep and rest help young animals and children to grow.

11. A good menu has (1) a maximum of vegetables, fruits, cereals and milk; (2) a minimum of sweets, meats and pastries; (3) no tea or coffee.

12. It is unwise for children to use tobacco, because it (1) costs money that should be used for food, clothing, or other needs; (2) it breaks down will-power; (3) it is habit-forming; (4) it is an unattractive practice.

13. Every child should eat fruit (1) to get energy; (2) to help growth.

14. A child should eat breakfast every day unless doctor or nurse forbids.

15. Every child should eat vegetables because (1) they aid digestion; (2) they contain minerals and lime for bones and blood; (3) they furnish energy; (4) they help elimination.

16. Self-control is essential to the happiness of the individual and the group.

III. Sources of Information and Illustrative Material.

1. *Stories*.—"Cho-Cho"—I. T. A.; "Health Fairy"—A. C. H. A.; "The Story that Milk Told Me"—O. H. H.; "Wee, Wee, Man"—Bailey. *Fire-light Stories*; "Mother Goose Milk Rhymes"—National Dairy Council, 910 S. Michigan Ave., Chicago; "Go to Sleep Story"—Bumstead-Dandsdill's H. T. I. S.; "The Story of Twinkle"—Outdoor Story Book. "An Underground Treasure"—Halleck and Arnslow in "The Land of Health"—Merrill. "Psyche and Cupid"—Plan Book—Flannagan. "Every Day Doings in Healthville"—Serl. Silver-Burdett. See miscellaneous list also.

2. *Illustrative Units.*(1). PROJECT: Rearing of Puppy or Kitten (Adapted from
Health Education, N. E. A.)

1. To illustrate the factors in the proper care of a puppy or kitten.
2. To develop sense of responsibility in the child by having him care for something which is dependent upon him.

PROBLEMS

RELATED EXPERIENCES OF CHILD

- | | |
|--|--|
| 1. What does he weigh? | |
| 2. What does he eat?
Demonstration: Give milk, hard bread, or biscuits, cereal, bone and little cooked meat when he is mature. | Eating cereal, hard bread, milk, etc. |
| 3. How does he eat? | How should children eat? |
| 4. Should he be fed at regular times?
Experience: Having a regular feeding hour. | Regularity of eating hour a necessity. |
| 5. Does he take any exercise?
Experience: Given place to play, what does he do? What are the results of his exercise? Where would he rather play, indoors or out-doors? | Vigorous exercise out-of-doors. |
| 6. What does he do when tired?
Experience: See how much time is spent in sleeping. | Plenty of sleep for child. |
| 7. Is he able to keep himself clean enough to be a proper and pleasant companion?
Experience: Give him bath when he needs it. | Frequent bathing. |
| 8. How may his coat be improved in appearance?
Experience: Brush him until smooth and glossy. | Frequent and careful brushing of hair. |
| 9. Has he grown any?
Experience: Weigh the puppy weekly; keep a chart showing his growth and his habits in some correlated form. | Monthly weighing of child and correlation of weight chart with child's own health practices. |

(2). PROJECT: Growing a Paper-White Narcissus Bulb

Aim: To illustrate the necessity of food and water, air and sunshine for growth.

Approach: Read story of "Dutch Twins," and work out a bit of Holland in the school room.

Plan Christmas gift of blossoming bulbs. (Other bulbs, or potted plants and seedlings can be used to develop these same ideas.)

PROBLEM

CHILD PARALLEL

What are the best growing conditions for the bulb?

1. What is a bulb?

Experiment: Cut a bulb open to see what is inside. Find small plant, and layers of material around it.

(Ask pupils of intermediate grades to test layers for starch or plant food.)

2. Will the little plant grow without food?

Experiment: Carefully strip layers from sprouting bulbs, and place in water with pebbles. Result.

3. Will they grow without water?

Experiment: Give best of growing conditions all except water. Result.

4. Does the plant need sunshine?

Experiment: Put one in sunshine, another in absolute dark closet. Compare.

5. Does the plant need air?

Experiment: Raise bulb in airtight Mason jar. Result.

1. Storage of food in home.

2. Child's need of food.

3. Child's need of water.

4. Need of outdoor play.

5. Need of outdoor air.

Reading related to this project (children): Little Dog Ready, Styker—Holt; The House of Dogs, Asquith—Macmillan; Menagerie, Miller—Macmillan; For Days and Days, Wynne—Stokes; Millions of Cats, Gag—Coward; The F-U-N Book, Lorue—Macmillan; Child's Own Way, Wag and Pugg—Wheeler; Informational (for teacher); Pets and How to Care for Them—Crandall, New York Zoölogical Park.

(3). Brief Record of Mid-Morning Lunch for Beginners

By Miss Lillian Nance, Instructor Teacher Training, Salemburg, N. C.

The group consisted of children who would enter the regular first grade at the opening of school the following fall. They were average country children, from an average country home and community. As a central activity for the six weeks pre-primer period, the student-teachers selected the mid-morning lunch of milk and graham crackers as one which seemed to offer the richest returns in creating right habits, appreci-

ations, and attitudes. In the discussion about procedures thought to be desirable, it was brought out that not only some of the student-teachers did not like milk, but that they also knew of some of the children who did not like it. To meet this difficulty, it was agreed that the hostess (student-teacher) at each table should (1) say nothing to children about whether they like it or not, (2) assume that they like it, (3) keep up such an interesting conversation that children will drink milk without realizing it, (4) drink her own milk with great apparent enjoyment, (5) ignore any child's failure to drink his, and (6) perhaps comment favorably upon the empty glasses of those near him.

The following objectives were decided upon:

1. To create or bring about such conditions as will cause the children to be at ease.
2. To give an idea of these simple rules for good table manners.
 - (1) Come with clean hands.
 - (2) Be thankful.
 - (3) Wait for all to be served.
 - (4) Take small mouthfuls.
 - (5) Eat slowly.
 - (6) Help others to enjoy the meal.
3. To provide a natural situation which would eliminate the great store of candies and gum brought in for "recess" consumption.
4. To create desire for wholesome food by pleasurable, directed outdoor activity.
5. To establish idea of a short rest period following eating.
6. To establish some idea of what a healthy girl and boy is like.
7. To create a desire to attain this ideal.

FIRST DAY

When the time came for the first lunch, all of the children, except two of the largest ones, went with a student-teacher out into the sunshine to play. The two left behind felt very proud of the fact that they were to help set the table and fix lunch. They set the table with paper plates, paper cups, and paper napkins. Two graham crackers were placed on each plate, and the milk was poured. As soon as the chairs were placed, one child called the others. All came by the lavatory and washed their hands. When they came into the room, the student-teachers stood behind their chairs; the children did likewise. After saying "Let's be seated," they showed the children how to pull their chairs out with their right hands and to be seated from the left of the chair.

T.: Let's bow our heads and have a blessing. I shall say one this time, but you can help me tomorrow.

(Moravian Blessing): "Come, Lord Jesus, our Guest to be, and bless these Gifts bestowed by Thee. Amen."

This was later varied with: "God is good, God is great. Let us thank Him for this food. By His hand may all be fed. Give us, Lord, our daily bread. Amen."

Let's unfold our napkins half-way and put them in our laps.

How many of you have a little brother or sister at home?

Tom: I have a little sister. Her name is Carolyn.

P.: I have a little brother and a little sister.

P.: I have a little sister.

P.: I have a little sister. Her name is Dickson. She wanted to come to school.

P.: I have a lot of brothers and sisters.

P.: Junior is my brother. He is big. He is in the third grade.

P.: How many of you have a little baby brother or sister?

Several: I have.

How does mother get the baby to sleep?

P.: She just lets her go to sleep.

P.: Mine sings to her.

Would you like for some one to play a record on the victrola that shows a picture of a mother singing to her baby, while they are waiting for the father to come home?

All: Yes, Miss _____.

We will in a moment. T. S. and Ruth may take all the things off the table and put them in the waste paper basket. (After table was cleared.) Suppose you lay your heads down on the table and see how many beautiful pictures you can see while the mother sings.

Children rested during rendition of "Sweet and Low" on the victrola.

Results: Stimulated by example of teacher.

1. Each child ate his crackers and milk.
2. Children forget lunches of hard, cold biscuit, meat, gum, and candy.
3. They ate slowly.
4. They talked as much as could be wished for at this stage.

SECOND DAY

Objective: To set standards of health in terms of known boys and girls.

Procedure: Very much like that of first day, except that conversation centered around big brother, big sister, or older friends—how tall each was for his age, what they liked to play, how fast they could run, whether or not their cheeks were rosy and their eyes bright, how willingly they helped work, what they drank, if they smoked, etc.

Results: Children formed idea that a healthy boy or girl is usually rosy-cheeked, and bright-eyed, likes to play outdoors, helps around the house gladly, does not drink coffee or tea, and does not smoke.

THIRD DAY

Objective: To give children some appreciation of the contribution cows make to health.

Procedure: T.: What would you say if some one gave you something you liked very much, Carolyn?

C.: Thank you!

T.: That is what Anne Taylor said once to a cow. Listen to all she said (gave from memory):

"Thank you, pretty cow, that made
Pleasant milk to soak my bread,
Every day and every night,
Warm, and fresh, and sweet, and white."

T.: What does the cow give us that we like, and think is pleasant, Thomas?

Thomas: She gives us milk.

T.: What kind of milk did Anne Taylor say it is, Kenneth?

K.: It is warm, and fresh, and sweet, and white.

T. S.: My mamma puts it in her biscuit dough.

Ruth: We make butter from it.

T.: Yes. What did Anne Taylor say she did with it, Ruth? (Teacher repeats poem.)

R.: She soaked her bread.

T.: See if you can tell when Anne had her "pleasant milk" to "soak her bread in?" (Repeats again.)

Every day and every night.

T.: What should we say to the cow for giving us the milk, Algernon?

All: Thank you.

T.: I wonder what would happen to our milk if the cows did not eat the right kind of food?

P.: It would not be good.

T.: Have you ever drunk any milk that tasted like onions?

All: Yes, Miss _____.

T.: What did your mothers say caused it?

P.: The cow had been eating wild onions.

T.: That is right. What kind of food do we want the cows to eat?

P.: Food that will make the milk taste sweet.

P.: Food that is good for her.

T.: Fresh grass, good water, bran, corn. If you want me to, I shall be glad to say the rest of the poem for you. (The children were eager.) It will tell you what she should eat.

"Do not chew the hemlock rank,
Growing on the weedy bank,
But the yellow cowslip eat,
That will make it very sweet.

Where the purple violet grows,
Where the bubbling water flows,
Where the grass is fresh and fine,
Pretty cow, go there and dine."

FOURTH DAY

Objective: To find out what children have for breakfast, if they always eat breakfast, and to fix idea that tea, coffee, and bottled drinks are not good for children.

Procedure: After the usual handwashings, seating, and blessing, approximately the following conversation took place:

T.: While I was eating my breakfast this morning, I thought of all of you children. I wondered if you were eating a good breakfast, so that you would feel fine when you came to school. Did you?

P.: I did. (Several tell how much, and what, with some prompting on part of teacher.) (It developed that several had coffee.)

T.: What did you have besides coffee, Algernon?

P.: Some toast and butter.

T.: Is that all? (P. nods head affirmatively.) I think that you should have eaten some grits as John did, or some good oatmeal and cream, as Mary. I know that baked apple Ruth had was good. I am sure that Lee's two glasses of milk will take him through the day.

FIFTH DAY

Objective: Further extension of appreciation of part milk plays in health.

Procedure: How many different cows have you seen in this neighborhood?

They enjoy this discussion for a while, and the teacher reads "The Cow," by Robert Louis Stevenson.

The friendly cow, all red and white

I love with all my heart:

She gives me cream with all her might,

To eat with apple tart.

She wanders lowing here and there,

And yet she cannot stray,

All in the pleasant open air,

The pleasant light of day;

And blown by all the winds that pass,

And wet with all the showers,

She walks among the meadow grass,

And eats the meadow flowers.

The table was then cleared, and the children rested while a lullaby was softly played on the victrola.

SIXTH DAY

Objective: Continuation of same as previously outlined.

Procedure: Same as before in general. There was a continuation of the conversation about cows and milk. The children joined the teacher in reciting the poems that were talked about the day before. The teacher then read for their enjoyment "The Moo Cow Moo" by Edmond Vance Cooke.

My papa held me up to the Moo Cow Moo,

So close I could almost touch,

And I fed him a couple of times, or two,

And I wasn't a'fraid cat, much.

But if my papa goes into the house,

And my mamma, she goes in, too,

I keep still like a little mouse,

For the Moo Cow Moo might moo.

The Moo Cow Moo's tail is like a piece of rope,
All raveled out where it grows,
And it's just like feeling a piece of soap,
All over the Moo Cow's nose.

And the Moo Cow Moo has lots of fun
Just switching his tail about,
But if he opens his mouth, why then I run,
For that's where the moo comes out.

The Moo Cow Moo has deers on his head,
And his eyes stick out of their place,
And the nose of the Moo Cow Moo is spread
All over the end of his face.

And his feet are nothing but fingernails,
And his mamma don't keep them cut,
And he gives folks milk in water pails,
When he don't keep his handles shut.

But if you or I pulls his handles, why,
The Moo Cow Moo says it hurts,
But the hired man sits down close by,
And squirts, and squirts, and squirts.

SEVENTH DAY

Objective: To give idea of good lunch to bring to school.

Procedure: During the regular lunch hour, the good weather was commented on, and the possibility of a picnic on the following day was discussed. Children decided to prepare lunch. Conversation in part:

T.: What do you think we should carry for our lunch?

P.: Milk.

T.: That is a good suggestion. How would you carry it? (Various buckets and bottles were suggested.)

T.: If milk stands for a long time in a warm place, and without a cover, what happens to it?

P.: It sours.

T.: Yes, a great many little plants and animals too small for us to see feed on it, and make it sour.

P.: Maybe we could carry bottles of coca-cola or ginger ale.

T.: They are very strong, and they won't make us strong. What could we make from fruit?

P.: Lemonade.

T.: Yes, or orangeade. I'll bring the oranges. Can you bring some sugar? (Several wish to, but only two are selected.)

T.: Do we need anything else?

P.: Sandwiches.

T.: What kind would we like?

P.: Pimento and cheese.

T.: Could you bring some apples?

J.: I will.

M.: I will.

T.: Who has some lettuce? Some tomatoes? Some bread? Two eggs? A jar of jam? Some bacon? (These were promised.)

NINTH DAY

The lunch was prepared with regard for the laws of cleanliness, and proper foods and the picnic outdoors followed. (Proper disposal of papers and food remnants was emphasized.)

SUBSEQUENT PROJECTS FOR SUCCEEDING DAYS

Making a pot of soup, boiling cocoa, baking apples, baking cornbread, potato salad.

In such a situation, there were ample occasions for oral language, several art projects, number work, measuring, good citizenship. Typical reading units like these evolved.

ORIGINAL READING UNITS

Bobby's Rabbit. (Based on a picture brought to class.)

Bobby has a pretty rabbit.

He calls him Bunny.

He says: "I love you, Bunny. I will not let the dogs hurt you. I will take care of you."

Bunny says: "I love Bobby,

He is good to me,

He gives me food and water,

He keeps my pen clean."

THE FRIENDLY COW

"The friendly cow, all black and white,

She works with all her might,

To give me good sweet milk to drink,

Each morning, noon, and night."

Friendly cow wants to say: "Children, Dear, how do you do!

If to health you'd find the way,

Drink milk three times a day."

(Contributed through courtesy of Miss Julia Hill, Isaac Bear School, Wilmington, N. C.)

PICTURES FOR STUDY

Girl in Yellow—McLane (Health Ideal).

The Swimmers—Sorolla.

Torn Hat—Sully (Health Ideal).

Sleeping Child—McLane (rest).

Nature—Lawrence (Health Ideal).

Landscape and Cattle—Newell.

The Offer—Caser (food).

Dancing in a Ring—Thomas.

(4). TYPE LESSON: Based on Specific Problem in School Community

I. The situation or incident to be treated: Smoking on the school grounds.

II. General principle to be established: We should not smoke on school grounds—

1. Because it is not thrifty.
 - (1) Costs money.
 - (2) Cuts down health chances.
2. Because it sets a bad example for others.
3. Because it is against the rules of the school.
4. Because it is too risky from the standpoint of fires.

III. Possible approaches:

1. A specific case of smoking.
2. Question raised by a pupil.
3. Pictures brought by teacher or children.
4. Topic arose in geography during study of tobacco.
5. News items.
6. Arrest of some merchant for selling to minors.

IV. Problems: How much does smoking cost the average man per day? How does smoking affect one's appetite? Why do most smokers begin the habit? What is the right attitude to be held by every boy and girl toward any regulation about conduct in a given community? How is a law or rule made? Why? Who built the school buildings? For whom? Who owns the school buildings? What would it cost to replace them? What is your duty to your own property? The property of others?

V. Plan for right habit or action: What can we do about the smoking we have already had? Can we prevent this from happening again? (Report source of cigarettes, and persons smoking.) How?

VI. Making the principle transfer to other cases: Are there other reasons why young people in particular, should not smoke? Name other things we do which cost money? (drinking coca-cola, beer, etc.).

VII. Examples of generalizations which will serve as ideals or principles of action:

We should try to eat only good, healthful foods.

We should try to protect buildings.

Boys and girls constitute the greatest wealth of a nation.

VIII. Methods of checking progress and of getting further action: Both teachers and pupils pledge to avoid use.

Both teachers and pupils pledge to uphold laws of school and country and to report any infringements thereof.

3. *References for Teacher—*

Unit Course of Study in Nutrition—Am. National Red Cross. Washington, D. C. 60c.

Our Health Habits—p. 499, pp. 1-173.

All About Milk—Metropolitan Life Insurance Co., N. Y. C.

4. *Stories Illustrating Habit and Ideal of Self-Control and Moderation.*

(The numerals indicate grade range. In addition to these several selections in basal and supplementary reading texts should be related to this topic.)

Near and Far Stories. Peck—Little-Brown: Snapping Turtles (3); The Hare and the Elephant (3).

Playmates in Print. Whitman—Nelson: The Rabbit and the Cocoa-nut (3).

Twilight Folk Tales. Cowles—Flannagan: King Midas' Ear (2-4).

Atlantic Treasury of Childhood Stories. Hodkins—Little: The Flight of the Beasts (2-4).

The Blue Fairy Book. Lang-McKay: Prince Darling (3-6); Why the Sea is Salt (3-6); (also in East of the Sun and West of the Moon).

The Fairy Book. Craik-Nelson: Prince Cherry (4-6), also in Fairy Tales in Prose and Verse, Am. Bk. Co.; The Three Wishes (3-5), also in More English Tales.

Story Hour Favorites. Harper-Century: Pinocchio (3-6); The Folly of Panic (2-5).

Golden Spears and other Fairy Tales. Lummy-Warne: The White Oat (3-5), also in Folk Tales from Many Lands. Gask-Crowell.

Treasury of Folk Tales. Gask-Crowell: Silence (3-6); The Golden Fish (2-6).

A Pie and the Patty Man (3), Potter-Warne.

Fairy Stories and Fables. Baldwin—Amer. Bk. Co.: Fisherman and His Wife (2-6), (also in Oak Tree Fairy Book, Green Fairy Book, and Household Stories).

Fairy Stories retold from St. Nicholas. Century: A Spanish Tale Told in a Spanish Way.

The One-Footed Fairy. Brown-Houghton. Perizad and Perizada (2-5).

Popular Fairy Tales. Grimm—Burt: The Fairy's Two Gifts (2-5).

Howell's Story Book. Scribner's: Christmas Every Day (3-6).

Wonder Book, Hawthorne: The Golden Touch (3-6); The Miraculous Pitcher (3-6).

Fairy Tales from the Far North. Asjbornsen—Burt: The Quern at the Bottom of the Sea.

Tales from the Fjeld. Dasent—Putnam: The Town Mouse and the Country Mouse (1-7).

Doorway in Fairy Land. Hoasman—Harcourt: The Wishing Pot (5-9); Rat-Catcher's Daughter (4-7).

Tales from Timuuktu. Smedley—Harcourt: The King's Drum (4-6); The Stone Lion (4-6).

The Fat of the Cat. Untermeyer—Harcourt (5-7).

Last Fairy Tales. Laboulaye: The Fairy Crawfish (5-7); Zerbina the Savage (6-7).

Staircase of Stories. Chisholm and Stedman—Putnam: Little Old Woman Who Lived in a Vinegar Bottle (1-4).

5. Miscellaneous Helps.

HEALTH CREED

Four glasses of water I drink every day;
 I always find time in the fresh air to play;
 With windows thrown open for ten hours I sleep;
 I'm careful to bathe more than once every week;
 Each day I remember to brush my teeth twice;
 I eat lots of fruit for it's juicy and nice;
 My face, neck, and ears and my hands I keep clean;
 I dine very often on vegetables green;

I never drink coffee, I never drink tea,
 I know that fresh milk is the best thing for me.
 There's lots to remember, for this list is long,
 But I am determined to be well and strong.

—Natalie Bassett Dumont.

FARRAGUT'S RESOLUTION

When Admiral Farragut's son was ten years old, the father said in his hearing that when he was old enough to make a contract and keep it, he had a bargain to offer him. The son rose up and asked the father what the contract was. The Admiral said, "The proposal I intend to make is this: if you will not smoke or chew tobacco, drink intoxicating or strong wines, till you are twenty-one years old, I will then give you one thousand dollars."

"I am old enough to make that bargain now," said young Farragut. I will accept the offer." The bargain was closed, and when young Farragut was twenty-one, the cash was handed over to him. A smoking boy can save a thousand dollars in a few years in the same way besides saving physical energy and moral power.—Popular Educator.

THE CRUSADER'S CREED

I believe in my country, and in the good citizenship of its people.

I believe that to support my country I must have Health, Strength, and Honor.

I love my country's flag. To me its bright red stands for bright red blood, which means energy and power, cheerfulness and hope, human kindness and the joy of living. Its pure white stands for clean bodies which house clean minds. Its blue stands for the clear sky, the sunshine, the fresh air, play and exercise.

As an American, I will be a faithful soldier in the children's army of peace, the Modern Health Crusade.—Courtesy of National Tuberculosis Association.

PLAN FOR A HEALTH CLUB

I. Organization

1. The name of this club shall be the _____ Health Club.
2. The purpose of this club shall be to develop clean, strong, healthy citizens.
3. The Health Club colors shall be blue and white.
4. Health Club pledge: I will strive to keep my body strong and clean, my mind alert and active, my heart pure and happy.

II. Procedure

1. Each room wishing to carry on the Health Club and enter in the Health Club Contest shall have a daily ten-minute Health Club period, or its equivalent.
2. The Health Club period shall be under pupil leadership.
3. The Health Club record shall be kept by the teacher.
4. The teachers will not be asked to keep each child's individual score. The total points earned by all the children for all ten chores shall be recorded daily.

5. Each Health Club chore performed counts one point for that day.
6. If a child is absent, he cannot count his chores performed for that day. That is, he can get credit only for the days he is present.
7. The Health Club chores have been changed slightly. Please use this list so that the basis for comparison of results will be uniform.
8. Health Club Banner. The school between grades having the highest daily average number of points per pupil will win the Health Club Banner for that month.
9. The grade having the highest daily average points per pupil for the year will win first place in health in the banner grade.
10. The Health Club report will be sent to supervisor at close of each school month. The principal is responsible for the summarized report of the school.
11. Please use the following chores as listed:
 - a. I drank four glasses of water today.
 - b. I did without tea or coffee today.
 - c. I brushed my teeth today.
 - d. I ate some fruit or vegetables today.
 - e. I washed my face, my hands, and ears and combed my hair before coming to school.
 - f. I washed my hands after going to the toilet, and before each meal.
 - g. I attended to my bodily needs at a regular time.
 - h. I slept from eight to ten hours, with my windows open.
 - i. I took a bath today.
 - j. I drank a glass of milk today.

IV. Desirable Outcomes in Habits, Attitudes and Appreciations.

- Sleeps eleven and one-half to thirteen hours with windows open.
- Likes windows open.
- Coöperates in overcoming any defect in sleep, food, or drink.
- Drinks no tea and coffee.
- Drinks very little ice water.
- Drinks four to six glasses of water daily.
- Drinks milk at close of meal.
- Does not drink bottled drinks.
- Likes milk, green vegetables, hard breads, cooked cereals.
- Eats at regular times.
- Eats slowly, chewing food well.
- Takes small bites and mouthfuls.
- Does not use tobacco in any form.
- Does not take unknown medicines.
- Eats candy in moderation.
- Keeps hands out of mouth.
- Brushes teeth twice each day with "up and down" strokes.
- Realizes that fruit juices when fresh and sweet are good foods.
- Appreciates some of the legitimate apple and grape products.
- Begins to think about foods and drinks as being beneficial or un-beneficial.

FOURTH GRADE

I. Suggested Approaches and Activities.

Continue any suitable ones given for lower grades.

Organize the Milkman Club—O. H. H.

Center study about "Foods that Give Health."

Join the Health Crusaders and follow the rules set up. (N. T. A.)

Initiate a food preservation project with particular emphasis on fruits, and vegetables. Test out drying, heating, and sealing; use sugar, vinegar, salt, alum, other chemicals. Allow some fruit juices to ferment. Make some sweet grape juice with sugar and boiling.

Recipe: 1 qt. grapes in jar; 1 cup sugar; boiling water to fill; seal tight.

Develop good uses of vinegar.

Study bread-making. Develop some yeast cultures. Show action on milk and other foods.

Make a study of health heroes, such as Louis Pasteur, Edward Jenner, and others.

In connection with geography, make a type study of the tobacco industry that includes cultivation, harvesting, curing, marketing, manufacturing, profit and loss on crops grown in neighborhood, consumption, its actual intrinsic value to a community, some substitute crops, such as peanuts, now grown to advantage.

Make a study of milk production from cow to child.

Make a unit study of milk that develops an analysis of its composition. Supervise preparation of posters illustrating these facts:

One quart of milk equals two pounds salt codfish.

One quart of milk equals three pounds fresh codfish.

One quart of milk equals four pounds beets.

One quart of milk equals five pounds turnips.

One quart of milk equals nine and one-half pounds oranges.

One quart of milk equals eight eggs.

One quart of milk equals two pounds potatoes.

Find out what is meant by whole milk, buttermilk, skim milk, cream. Make milk product when practical. Visit a dairy to observe sanitary modern handling. Note bottling, sterilizing, transportation. If possible, learn about special procedure with certified milk and bring out reasons for its superiority. Pasteurize some milk. Leave some unpasteurized to get difference.

Study the newspapers, and collect items relating to alcoholism and narcotism to determine what part of fire loss and accidents are due to practice of these evils among adults.

Make a study of great food producing centers of the world.

Study how children of various nations sleep.

II. Concepts to be Gained.

Those stated in outlines for preceding grades.

Classification of foods into sugars, fats, proteins, vitamins.

Yeast is a microscopic plant that multiplies rapidly in a warm moist substance.

Yeast feeds on sugar and sets up the process called fermentation.

Fermentation is the yeast giving off as body waste free alcohol and carbonic acid.

The forming and escaping gas causes bread to rise.

Vinegar which is formed from fermented fruit and vegetable juices is a food preservative.

Microscopic plants and animals called bacteria will spoil food unless well protected from dust and warmth.

Very high heat kills bacteria and yeast.

The presence of yeast and bacteria in foods is often dangerous to health.

Louis Pasteur gave the world the most it knows about microscopic plants and animals.

American children as a rule sleep under more healthful conditions than other children.

Tobacco is most valuable North Carolina crop in money (\$103,802,160), (1926).

North Carolina leads the world in production and manufacture of tobacco. (See outline course in N. C. Geography, Meta Liles, Carthage, N. C.)

The use of tobacco sometimes causes ill-smelling clothing and breath, sometimes produces sore mouth, overworks the salivary glands which supply the enzymes needed to digest sugars and starches.

Know the leading wheat, corn, milk, butter, orange, grape, rice, potato, fish, and vegetable-producing areas of North Carolina and world.

Foods that build bone because of minerals are: green vegetables, eggs, milk, fruit, cheese, fish, whole wheat flour, potatoes.

Foods that make the body grow: beans, milk, eggs, whole wheat bread, beef, lamb, chicken, carrots, cheese, peas, fish.

Carbohydrates give heat and energy: beans, butter, sugar, ice cream, cereal, potatoes, peas, cornstarch, salad oil, bacon, white bread.

Milk can build, repair, give heat, furnish energy, because it contains proteins, carbohydrates, minerals, and vitamins.

Certified milk is worth increased cost because the dairy barns are of better construction, workers and cows are examined for diseases, water supply is safe, milk is analyzed by bacteriologists and chemists, cows are clean, bottles are sterilized, milk is bottled and iced at dairy.

Certified milk does not have to be pasteurized.

III. Sources of Information, and Illustrative Material.

FOR TEACHER: O. H. H. 177-240-499.

St. Louis Course of Study. Health, 1926.

Agricultural Year-Book. U. S. Department of Agriculture. (Free from Congressman.)

Health Habits. O'Shea and Kellogg. Chap. XI.

Healthy Living. Winslow. Chap. IX.

The Story of Foods. Crissey. Chap. III.

FOR PUPIL: *Boys and Girls of Wake-Up Town.* Andress. Drink—Chaps. IX, X, VII, XX; Smoking—Chaps. XXI, XXII; Food—Chap. XVIII.

The Voyage of Growing Up. Turner and Hallack. Heath.

In Training for Health. Turner and Pickney. Heath.

Everyday Doings in Healthville. Serl. Silver, pp. 104-8.

What We Drink. Brown. F. A. Owen. 15c.

Johnny Appleseed. Our Dual Government. Brooks.

Foods that Give Health. (Free Bulletin) Department of Nutritional Education, American Institute of Baking, Chicago, Ill.

Alcohol and Other Narcotics. W. C. T. U. 15c.

Better Back Bossy. W. C. T. U. 2c.

Heroes of Medicine. A portfolio of 12 reprints in sepia of leading figures in medical world, 8½x11½, 50c. American Medical Association, 535 North Dearborn Street, Chicago, Ill.

IV. Desirable Outcomes in Habits, Attitudes and Appreciations.

Those listed in preceding grades.

Does not over-eat.

Does not overtax his physical powers.

Favors conservation and right uses of fruit juices.

Understands interdependence of countries of world for food.

Appreciates one's responsibilities as a future citizen, to keep fit, to be a good worker, to play fair, to be reliable, and understands the detrimental effect of alcohol and narcotics on these qualities.

Appreciates to a degree the opportunity for service offered in scientific and practical work of a doctor.

FIFTH GRADE

I. Suggested Approaches and Activities.

Several suggested in Grade IV may in many cases prove more profitable if pursued in this grade or VI.

Perform the following experiment in connection with text discussions:

To show effect of smoking: Place a fish in a milk bottle or other vessel. Force smoke of two cigarettes through a tube into the water. As soon as fish begins to float to top, place in fresh water. Change water after one hour.

Make a project of securing through correspondence or by interviews the opinions of prominent local, state, and national authorities on smoking and drinking. Give publicity through posters and booklets.

Investigate the tobacco trade to find out—

1. Forms of chewing tobacco, and how manufactured.
 2. Forms of smoking tobacco.
 3. Forms of snuff—how originally used.
 4. Average cost of tobacco per week for the men in the local neighborhood.
 5. Comparison of average cost of fruit and cost of tobacco for men in the neighborhood.
 6. Comparison of value of fruit and tobacco sold by local merchants.
- Study a collection of cigarette advertisements to see how much real information is given about the effects. What idea is emphasized? Why are pictures of young women now being used?

Make charts showing legitimate and illegitimate uses of tobacco and alcohol, laws governing the use and sale of each, cost, social effects.

Make diagrams showing body functions which are injured by smoking and drinking.

Prepare charts or bulletins featuring great heroes who do not use tobacco—Lindbergh, Wilson, Roosevelt, Burbank, and Ford, for example.

Survey the school for smokers and non-smokers—perhaps the town or community. Compare the two groups in scholarship, general physical and mental tone, industrial efficiency, social poise and culture.

Make summary of money values of corn, wheat, potato, peanut, and tobacco crops in North Carolina. Compare in food values.

If America now spends \$3,360,000 annually for tobacco, and there are 120,000,000 people, what is the average cost per person for the United States? For North Carolina? For your town? Since only one-third population are users, how much will be spent by each on the average? What is the average cost per person for schools?

Extend the study of milk to include knowledge of kinds and used found in other countries.

Form a Health or Citizenship Club which has self-control and moderation as ideals for all activities.

Make type studies of tea and coffee showing producing areas, culture, good and bad uses.

Survey school and community for habitual "patent medicine takers." Get first hand notes on length of time they have been using these medicines, how often they are used, and a comparison of first effects with the present.

II. Concepts to be Formed in Grade V.

All listed in preceding grades.

"Any substance taken into the body which deadens the action of the cells is called a narcotic."

Tobacco contains nicotine, carbon monoxide, prussic acid, acrolein, and furfural.

Tobacco affects the nervous system and heart. These in turn affect growth and scholarship, because they spoil appetite.

Alcoholic practices increase illness, fatigue, accidents.

Alcohol, tobacco, and certain drugs are habit-forming. They contain practically no food.

Insurance and industrial companies do not consider a drinking man a good risk.

Tea and coffee cause falling off of appetite, and therefore affect growth.

Tea and coffee contain the narcotic caffeine.

Tobacco is used for keeping insects away from seed, for spraying plants, and as a substitute for moth balls.

Muscles are of two kinds: voluntary which are controlled at will, and involuntary, which are controlled by the nervous system, and which work automatically.

The nervous system governs all the organs and causes them to work together.

Rest, relaxation, and sleep are necessary to keep muscles and nervous system up to their best.

Alcohol, tea, coffee, and drugs affect muscular and nervous system of growing people in an undesirable way because they overwork them and produce unnatural conditions.

Patent medicines often contain alcohol and drugs; therefore, they should be taken usually on the recommendation of a physician.

The use of alcohol interferes with safety from accidents.

Smoking increases fire hazards.

III. Sources of Information and Illustrative Material.

Basal Text: Health—Turner and Collins—Heath. Chaps. VII, XIX, XX, XXI, XXII, XXIII, XXVII.

Supplementary: Building Strong Bodies. Hutchinson—Houghton-Mifflin. Chalk Talks on Health. Cobb. The Story of Foods. Crissey—Rand McNally (in high school home economics reference library). Good Manners and Conduct. Bk. I. McVenn—Heath.

FOR TEACHER: O. H. H. 242-297. Crissey: *The Story of Foods*. XXIII, XXIV.

Pamphlets as follows:

School Room Experiments with Tobacco. Anti-Cigarette Alliance of America, 26 S. Detroit St., Xenia, Ohio.

Alcohol: Its Effect on Mind and Efficiency. W. C. T. U., 15c.

The Use of Tobacco. Hall—Signal Press, 1730 Chicago Ave., Evanston, Ill.

Reasons I Would Give my Brother for Letting Cigarettes Alone. Walkin. W. C. T. U., 2c.

Baseball Pitching and Smoking. W. C. T. U., 2c.

Patent Medicines. American Medical Association, Dearborn Street, Chicago, Ill., 15c.

RESULTS OF SOME INVESTIGATIONS

Fisher and Berry: 12% decrease in accuracy of baseball pitching after smoking one cigar; 14.5 after two.

	Smokers	Non-Smokers
No. competing	93	117
No. successful	31	77
Per cent successful	33.3	65.8

O'Shea, of University of Wisconsin: In mentality smokers ranked below non-smokers; smokers' grades fell after beginning; those smoking twice as much had lower grades.

Pearl, in "Alcohol and Longevity": "The drinkers as a class have higher rates of mortality, and lower expectation of life than the abstainers as a class. The essential elements in the case are these: (a) alcohol, when abused, leads directly to more or less disastrous consequences; (b) some human beings are so constituted that they will abuse it, with greater or less frequency and regularity."

Statistics from Leipsic Sick Benefit Societies: "Insured drinkers had three and one-fifth times as many small accidents as the average insured worker."

"Drinkers lost 372 days for every 100 lost by average insured worker."

Marshall, in "Prohibition in Arizona, Etc.": Accident rate reduced 83% in the largest mining and smelting company in Arizona the first dry year (1915).

Dodge and Benedict, in "Physiological Effects of Alcohol": Tests showed that alcohol equal to that in a pint of wine, or quart of beer, decreased contractile power of muscles 46%.

Tatterman: Drinking decreased fine hand-work such as watchmaking, tooling, and surgery, by 10 to 15%.

WHAT SOME ATHLETES SAY ABOUT THE USE OF TOBACCO

"During my twenty years in the big leagues, I have seen the careers of several promising young ball players ruined by the use of tobacco."—Walter Johnson.

"From personal observation with athletes who have been addicted to the use of tobacco, I can speak with confidence that they do not possess the endurance of athletes who have grown up free from the use of it."—A. A. Stagg, Director of Physical Education, University of Chicago.

"I have never used it (tobacco) in any form."—Charlie Paddock, 14-year champion.

"The drunkard and the glutton shall come to poverty;
And drowsiness will clothe a man with rags."

"Who hath woe? Who hath sorrow? Who hath contentions?
Who hath complainings? Who hath wounds without cause?
Who hath redness of eyes?
They that tarry long at the wine;
They that go to seek out mixed wine.
Look not thou upon the wine when it is red,
When it sparkleth in the cup,
When it goes down smoothly:
At the last, it biteth like a serpent,
And stingeth like an adder."

IV. Desirable Outcomes in Habits, Appreciations, and Attitudes.

Those listed in preceding grades.

Evaluates advertisements of foods, drinks, and tobacco products more accurately.

Appreciates value of relaxation, rest, and sleep to growth and repair.

Desires to avoid unnecessary loss from fire and accidents from drinking.

Appreciates the right use of time and money and the fact that they promote growth of body, mind, and spirit.

SIXTH GRADE

I. Suggested Approaches and Activities.

Any suitable ones listed under preceding grades.

Repeat surveys for positive health habits, for smokers, for drinkers, and make the obvious deductions.

Make a study of water in connection with North Carolina History and Geography, that shows water to be man's great ally in supplying drinking and bathing facilities, means of fire protection, irrigation, power, recreational opportunities, waste disposal. Develop ideas of purification by chemical treatment, sedimentation, filtration, damming, aeration. Prepare a chart showing how water promotes health.

Through actual investigation of experimental results, first-hand experiences and observations, and expert opinions, determine answers to following problems:

1. Why does a smoking workman think his work is going better?
2. What is the real cause of the alleged soothing effect of tobacco? What would be a more healthful way of securing satisfaction?
3. Why is a bootlegger not a good citizen?
4. Does ignorance of the law excuse accidents caused by drunkenness?
5. What is the attitude of local business corporations toward smoking and drinking?

6. What per cent of accidents are due to drinking?

7. What per cent of fires are due to smoking?

Compile information about local laws in various communities governing driving while under influence of liquor.

Trace growth of prohibition movement in North Carolina.

Edit a health bulletin.

Determine what constitutes a balanced and reasonable diet.

Review classes of food and what they supply to the body.

Plan weekly menus.

Keep personal "diet diaries" and study them critically for improvements from the standpoint of health and economy.

Study the work of the circulatory system. Make clear the effect of alcoholism and narcotism.

Give good understanding of habit formation. Let each child take a strong, undesirable personal habit, and tell how it began, why it began, and plan to change it.

II. Concepts to be Gained.

Those listed under preceding grades.

Beer is not as good health food as milk because beer causes loss of nerve, dulls the brain, and contains only two parts food, whereas milk builds up nerves, strengthens, and contains thirteen parts food.

Digestion begins with mastication in the mouth. Saliva breaks up starches. Gastric juice of stomach acts on proteins. The pancreatic juice from the pancreas and the bile from liver flow into the intestines and break up fats, proteins, and carbohydrates.

Absorption takes place in the small intestine.

Tea, and coffee dull the appetite by apparently satisfying it.

Alcohol makes the heart overwork, and overloads the blood stream with waste.

Alcohol injures the digestive tract because it numbs the control center so that nerves governing release of digestive juices work more freely than ordinarily.

Health is essential to industrial efficiency.

"A drug is a substance which temporarily modifies the activity of the bodily organs, including, of course, the brain and nervous system, otherwise than by increasing the supply of available energy."

Dissipation of any kind harms health.

Tobacco (1) diverts strength and vigor from growth to repairing physical or mental injuries, (2) tends to require increasing use—to make it difficult to get along without it, (3) causes unnecessary inconvenience

and discomfort when forbidden, (4) is a needless expense incurred by people who should be saving and planning for an education, (5) decreases skill in muscular and mental activities.

Alcohol (1) increases likelihood of accidents, (2) burns up nerve cells, (3) decreases total energy because fatigue results sooner, (4) decreases actual ability to stand heat and cold, (5) impairs self-control by depressing brain and nerve cells causing immoderate and destructive uses of substance, impatience or irritability, offenses against good order, sometimes cruelty and violence by those who without it would naturally be kind and considerate, (6) decreases health standards and length of life, (7) causes often a lower standard of living (8) produces misunderstanding and ill feeling, (9) diminishes earning capacity, (10) prevents employment and causes dismissal in many trades, (11) makes unhappy homes where there are delinquents, (12) increases such health problems as tuberculosis, infant mortality, and social hygiene, (13) diminishes resistance to common contagious diseases.

III. Sources of Information and Illustrative Material.

Basal Texts: Cleanliness and Health. Turner and Collins—Heath. Chaps. VI, X, XIII, XVI, XVIII; Young People's History of North Carolina. Hill—Alfred Williams. Chap. L.

Supplementary Readers or Texts: Character Book, Grade 6. Gentry—Heath.

For Teacher: O. H. H. An explanation of habit formation found in any good educational psychology book. Also Brook's Dual Government.

Results of Scientific Studies:

Hunter, Actuary, New York Life Insurance Company: "It is certainly proved that total abstainers are longer lived than non-abstainers."

Adolph Kiekh, in "Alcohol and Child Mortality": 23% of children of sober parents died; 45% of beer drinkers' children died.

Faux, President Logan Coal Company, Pittsburgh, Pa.: "The families of the working class are better fed and clothed. Children who formerly were barefooted wear shoes and stockings. Where formerly stood two saloons now stand two national banks with deposits of about \$2,000,000."

Schweighofer, Head Insane Hospital at Salzburg: "The study shows that the children of drinkers develop mental diseases much oftener than the children of parents who are themselves mentally diseased but not alcoholic. That is, an existing tendency to mental weakness becomes fixed under the effects of alcohol; while without it there may be recovery."

Howell: "The physiological effects of alcohol are of peculiar interest to mankind, owing to the widespread use and especially to the disastrous results following its intemperate consumption. Those who employ it in excess are in danger of acquiring an alcoholic thirst or habit toward which the body possesses no counter-acting regulations. When food is eaten in excess, we experience a feeling of satiety which destroys the desire for more food, and the same regulation prevails in the case of water. With alcoholic drinks, however, the desire may continue long after the alcohol has begun to exert an injurious action upon the tissues."

"Recent investigations show that in the work of skilled labor, in which neuro-muscular machinery is involved, alcohol even in small quantities decreases the efficiency. . . . As regards the nerve centers, it acts from the

beginning as a narcotic or patalysant to the inhibitory centers. By removing inhibitory control there is an apparent increase in activity which is not due to a direct stimulating effect."

Dr. G. M. Cooper, N. C. State Board of Health: "It (alcohol) blunts the sensibilities like morphine, it produces emotional instability, it weakens self-control, removes the saving power of self-criticism, creates a false sense of security and well-being, prohibits all coördinated mental effort and in short makes a fool of a patient, in big doses, or small, only differing in degree according to size of dose. . . . The most of the great associations of physicians in different countries of the world, including our own North Carolina State Medical Society, and the American Medical Association, have recently gone on record as believing that the use of alcohol as a drug may be discarded not only without loss, but to the infinite advantage of the patient."

Related Masterpieces in Art: Bulletin—Art and Health, Metropolitan Life Insurance Co.; The Swimmers—Sorolla (E); Nature—Lawrence (H); The Offer—Ettore Caser (V); At the Fountain—Jules Breton (W); Landscape and Cattle—Newell (M); The Fisherman—Beale (E); Sleeping Child—McLane (R).

IV. Desirable Outcomes in Habits, Attitudes, and Appreciation.

Can stick to wise choice without fear of being laughed at.

Wishes sympathetically to help in the movement against smoking and alcoholism.

Is open-minded to truth and tries to govern life by it.

Wishes to influence others.

Maintains that best attitude is refraining from all use, thereby assuring protection against any bad effects.

Knows that morality is a matter of moving in the right direction, immorality in the wrong.

Ability to abstain from drinking tea, coffee, and alcohol.

Ability to form good habits of eating and drinking.

Appreciates work of heart and other organs and is interested in their functioning to their highest capacity.

SEVENTH GRADE

I. Suggested Approaches and Activities.

The text for this grade is optional. However, there arise in connection with the work in other subjects many opportunities for teaching directly on a higher level of understanding the laws of health and good citizenship. Contact points are found in the history, geography, elementary science, civics, and home arts courses. For example, history and civics include a discussion of the following topics which bear fundamentally on the alcoholic and narcotic phases of health education:

The War on Opium.

The Prohibition Movement with Emphasis on One's Duty as a Citizen to Uphold Constitution.

The Anti-Trust Movement.

Amending the Constitutions of North Carolina and the United States.

Pure Food and Drug Act.

Harrison Narcotic Act.

Work of the National and State Health Departments.

Observance of Law and Order Day and Temperance Day.

Another approach would be the setting aside and definite pursuance of a logical study of stimulants, narcotics, and drugs with a view to answering the following questions from actual experiments and studies made by experts:

1. What is a stimulant? A narcotic?

Experiment: Place some insect or animal in a quart mason jar covered with mosquito netting. On the bottom of jar pour some alcoholic patent medicine, or bathing alcohol, containing sugar. In another jar repeat using sweetened tea or coffee. Note results. Make own definition of stimulant and narcotic.

2. What are common forms of alcohol? What is its appearance? Some other properties?

Experiment: Set fire to several drops in a saucer. Pour some on varnished wood. Pour on rosin or oil. What results? What practical uses could a housewife, painter, or woodworker make of these facts?

3. Contrast properties of alcohol and water.

4. Study in reliable sources the effect of alcohol on the nervous system, liver, kidneys, heart, breathing, body temperature, blood vessels.

5. How has alcohol affected the living standard of users?

6. What affect is it thought to have on the offspring of users? On increase in crime? Death rate? Accidents? Sickness and diseases? Athletic records? Business success? Practice in medicine? Wound healing?

II. Concepts to be Gained.

Those listed in preceding grades.

Drugs are more dangerous than alcohol.

The most common are opium, chloral, morphine, cocaine, heroin.

Drugs cause loss of self-control and self-respect.

III. Sources of Information and Illustrative Materials.

Texts and Reference Books:

Course of Study—Alcohol. Dept. of Public Instruction, Lincoln, Nebr.

Our Dual Government. Brooks—Rand McNally.

History of the People of the United States. Thompson, p. 300.

Our Country—West and West—Allyn and Bacon, pp. 324, 491, 509, 510.

Constitutions of North Carolina and of the United States (any history text).

Habits That Handicap. Towns—Century Co., N. Y. C.

Health Public and Personal. Blount (High School Home Economics text), Chap. V.

Pamphlets:

Tobacco: A Three-Fold Study—10c; Anti-Cigarette Alliance, 26 South Detroit St., Xenia, Ohio.

III. Opinions of Noted Athletes.

"I positively know from experience in fifteen Marathon races that alcohol used in any form in a race of this kind is a positive detriment."—George Brown, Boston Athletic Association.

"All umpires together haven't put as many ball players out of the game as Old Man Booze."—Connie Mack.

IV. Desirable Outcomes in Habits, Appreciations, and Attitudes.

Those listed for preceding grades.

Understands thoroughly the deteriorating effects of drugs.

Appreciates the progress evidenced in the passing of the eighteenth amendment.

Appreciates governmental efforts to improve health conditions.

Knows his own defects and is willing to try to correct them.

AN ACT TO REQUIRE THE PUBLIC SCHOOLS OF THE STATE TO FURNISH ADEQUATE AND SCIENTIFIC INSTRUCTION IN THE SUBJECT OF ALCOHOLISM AND NARCOTISM

The General Assembly of North Carolina do enact:

Section 1. In addition to health education, which is now required by law to be given in all schools supported in whole or part by public money, thorough and scientific instructions shall be given in the subject of alcoholism and narcotism.

The State Superintendent of Public Instruction is hereby authorized and directed to prepare, or cause to be prepared, for the use of all teachers who are required by this act to give instructions in the subject of alcoholism and narcotism, a course of study on health education, which shall embrace suggestions as to methods of instruction, outlines of lesson plans, lists of accurate and scientific source material, suggested adaptations of the work to the needs of the children in the several grades, and shall specify the kind of work to be done in each grade, and the amount of time to be devoted to such instructions, which shall in no case be less than ten lessons in any one grade in any one year on the subject of the effects of alcoholism and narcotism on the human system. The work in this subject shall be a part of the work required for promotion from one grade to another; provided, however, nothing contained in this act shall be construed as requiring any additional text books, but the instruction required shall be from text books already adopted and now in use in the public schools of the state.

Sec. 2. In all normal schools, teacher training classes, summer schools for teachers, and other institutions giving instruction preparatory to teaching or to teachers actually in service, adequate time and attention shall be given to the best methods in teaching health education, with special reference to the nature of alcoholism and narcotics.

Sec. 3. It shall be the duty of all officers and teachers, principals and superintendents in charge of any school or schools, comprehended within the meaning of this act, to comply with its provisions; and any

such officer or teacher who shall fail or refuse to comply with the requirements of this act, shall be subject to dismissal by the proper authorities.

Sec. 4. This act shall be in full force and effect from and after its ratification.

In the General Assembly read three times and ratified, this the 6th day of March, 1929.

BIBLIOGRAPHY AND REFERENCE LIST

I. Recommended by Child Health Bureau.

Winslow: *Healthy Living*. Revised Edition. Vols. I, II, under *Habits that Prevent Control*.

Turner and Collins: *Community Health*. Heath. *First Lessons in Citizenship—Good Americans*. 75c. Includes *Stories on Self Control*, pp. 47-65.

II. Recommended by American Medical Association.

Hunter and Whitman: *Civic Science in the Community*. American Book Company.

Hunter and Whitman: *A Civic Biology*. American Book Company.

Smallwood, Revely, and Bailey: *The New Biology*. Allyn and Bacon.

Health Education. A program for Public Schools and Teacher Training Institutions, National Educational Association, 1201 N. Sixteenth St., Washington, D. C.

III. Recommended by Secretary to National Woman's Temperance Union, Evanston, Ill.

Alcohol: Its Effect on Mind and Efficiency. American Issue Publishing House, Westerville, Ohio. 15c.

Alcohol: Its Relation to Human Efficiency and Longevity; by E. L. Fisk; Published by Funk and Wagnall's, N. Y. \$1.10.

Prohibition Still At Its Worst. Irving Fisher. Published by the Alcohol Information Committee. \$1.60.

Prohibition and Adventure in Freedom. H. L. Warner. Published by American Issue Press, Westerville, Ohio. 75c.

Prohibition Quiz Book. Boyd P. Doty. Published by American Issue Publishing Co., Westerville, Ohio. 75c.

Alcohol and the New Age. Deets Pickett. Published by Methodist Book Concern, New York, N. Y. 82c.

Alcohol, from *How to Live*, by Fisher and Fisk. Reprint. World League Against Alcoholism. 15c.

IV. Other References for Teachers and Students of Upper Grades.

Greer: *Foods and Home-Making*. Allyn-Bacon. (High School text).

Harris and Lacy: *Everday Foods*. Houghton-Mifflin (High School H. E. text).

Unit Course of Study in Nutrition. Grades I-VIII. American National Red Cross, Washington, D. C.

Crissey: *The Story of Our Foods*. High School H. E. Library.)
Rand-McNally.

Meredith: *The Health of Youth*. (High School H. E. Library.) P. Blakiston's Sons and Co., 1012 Walnut St., Philadelphia. (Excellent discussion for teacher on *Regulation of Body Temperature*.)

Towns: *Habits that Handicap*. The Menace of Opium, Alcohol, and Tobacco, and the Remedy. Century Co., New York City.

Whitcomb-Beveridge: *Our Health Habits*. Rand-McNally. (State adopted text for teachers' use.)

Walter R. Mills: *Alcohol and Human Efficiency*. Carnegie Institute, Washington, D. C.

Course of Study in Health, of St. Louis, Missouri, Board of Education.

Course of Study for Elementary Schools in Iowa. The Shoemaker Shop, Waterloo, Iowa. \$1.10.

V. A Selected List of Helpful Pamphlets.

A Classified List of Publications. National W. C. T. U. Publishing House, Evanston, Ill. (free).

Biography of Frances E. Willard. National W. C. T. U. Publishing House, Evanston, Ill., 5c.

Tom Asks Questions. W. C. T. U., 2c.

It's the Brain That Counts. Dr. Charles Mayo. W. C. T. U., 2c.

The Fullness of Life. Courtenay Weeks. W. C. T. U., 2c.

How the World Fooled Itself. Dr. M. Legrain. W. C. T. U., 2c.

Health Heroes. Metropolitan Life Insurance Co., N. Y. C. (free).

Gregg: Schoolroom Experiments With Tobacco. Anti-Cigarette Alliance of America, 26 S. Detroit St., Xenia, Ohio.

Stoddard: Science and Human Life in the Alcohol Problem, and The World's New Day and Alcohol. American Issue Publishing Co., Westerville, Ohio. (This contains full accounts of studies, and many poster suggestions.) 25c.

Health Education Material. National Dairy Council, 307 N. Michigan Avenue, Chicago, Ill.

Alcohol and Prohibition from the Standpoint of Modern Scientific Medicine. Bevan. Anti-Saloon League of America, Westerville, Ohio (free).

Stoddard: Alcohol in Experience and Experiment, 75c. National W. C. T. U., Evanston, Ill.

Alcohol and the Operator. N. W. C. T. U., 2c.

Six P's and Law Enforcement Leaflet, 5c. National Congress of Parents and Teachers, 1201 Sixteenth St., N. W., Washington, D. C.

Drug Bulletins. Foreign Policy Association, N. Y. C.

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